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# THE CLASSICAL JOURNAL

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## Editorial

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PROFESSOR EASTMAN

It is discouraging to go forward to a new year's work with the knowledge that one of our staunchest friends and supporters has dropped out of the ranks. But, like every faithful and heroic soul who goes out fighting, we know that he would say: "Don't stop to think of me or miss me. Just carry on." Whatever we may say or write in laudation of him and his work, the best memorial of him is the carrying on of that work in which he was so intensely interested. The heaviest burden will fall upon his colleagues in his own university and his own state. They will see to it that his well-laid plans are carried through. Those of us in the larger field of his acquaintance will be prompted to more earnest endeavor by the fact that there is one less man to do the work, but more especially by the example of one who planned widely and wisely, who always took his work seriously, and who spared no time or strength in bringing it to a successful issue.

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## MORE ENCOURAGEMENT

In spite of the fact that the good effects of the Princeton Classical Conference of June, 1917, are still being felt, and in spite of other encouraging signs, the writer has, within the last few weeks, listened to a considerable number of pessimists who seem thoroughly convinced that Greek and Latin *are* dead languages. It is hardly necessary to note that many newspaper and magazine articles to

the same effect have appeared since America went into the war, or even before that time. Science, especially mathematics and chemistry, and modern languages, especially French, are the only subjects worthy of the student's deepest attention, though he may find it advantageous to devote some time to certain phases of history as well as to economics and government. Something like this is to be the standard college curriculum, according to at least one Commencement orator last June, and for this the schools must prepare their candidates. Even Oxford and Cambridge, it is said, will no longer be devoted to the classics. The old humanities are gone, never to return, and Science reigns supreme, with its little court of subservient underlings. Thus spake Efficiency, and our own pessimists believe that she spoke truly.

In view of the events of the last four years, I am ready to admit that one man's essay in the field of prophecy is as good as another's. Without doubt Apollo still inspires his Pythians, and their inspirations are so various, so widely divergent, that some of them must be true. Quite naturally, of course, it appears to me that *my* prophecy will surely be proved by events to be the only accurate one. And let me hasten to say that I hold no copyright on this prophecy. In recent conversations I have found that many others entertain the same belief. The only trouble is that the pessimists seem to constitute the great majority and, as usual, they are more vociferous.

It is perfectly certain that Latin still holds its place in the school's curriculum. Indeed, it was shown at the Pittsburgh conference that its position has been improved recently, especially by the natural defection from German. The pupils in the schools are for the most part under military age, and Latin is still a requirement for entrance to college. Moreover, Latin will surely remain a requirement for the duration of the war. The only question is in regard to what will happen *after* the war, for all agree that the world will never be the same as it was in "the good old days."

In the girls' colleges there has been no falling off in attendance and in the study of the classics, so far as I am aware. There are many forms of war activity open to girls, as our best colleges are splendidly demonstrating; but the girls are not yet subject to

the draft, and therefore they are not eagerly looking for opportunities to train themselves to become officers before the law drafts them as privates.

In the men's colleges Latin, like Greek, is at present down in the very depths of the Slough of Despond. There is no question about this. Registration, particularly in the upper classes, has dropped to a minimum. One does not have to count the Seniors. He can take them all in at a glance. Almost without exception the men fitted for military service have, with the purest of patriotic motives, left college to enter that branch of the service for which they have the highest qualifications. In no other war, I believe, have all the people been so anxious to do their best for the country. Everybody knows that Princeton, which has always been devoted to the classics, has become a war college, pure and simple, *if* the students elect the course favored by the authorities. In another great university known to the writer only eight Sophomores have elected Latin for the current year, whereas in other years more than two hundred have regularly made this election. Likewise in a small college, where about thirty Sophomores ordinarily take Latin, only eight "signed up" for this subject last May. Necessarily the classical instructors in these institutions have been obliged to seek positions in schools or to go into war work or business. In many cases even assistant professors have changed their occupations, while many faculty members of all ranks are in their country's service at Washington or elsewhere. What is true of the colleges and universities known to the writer is without doubt true of all. And this is as it should be *for the duration of the war*.

Just now our one aim of great importance is winning the war and winning it quickly. To that end our best energies must be given, while we still continue to do everything within our power for the classics. In the reorganization of the world after the war I believe that Latin will come back to its own and even to more than it has ever previously enjoyed. "Efficiency" is rapidly passing along the shadowy road to that bourne already long since reached by "Kultur." This idea has been well expressed by one of the characters in *Foe-Farrell*, a recent romance by Sir Arthur Quiller-Couch: "As I see it, the more you beat Fritz by becoming

like him the more he has won." More and more are we coming to hate the word, and in the not distant future we will have none of it, in the German sense of the term. At the alumni dinner of the small college referred to above a distinguished educator, not a classical scholar himself, said he was sure that what enabled the men of his college to take such a prominent part in the various forms of service for our country was not what they had gained from their mathematics, chemistry, history, and economics in particular, but from the *whole* curriculum. These subjects must of course remain in the future college curriculum, but he would also include therein Greek and Latin. In this particular college, I should like to add, when the faculty voted to make Latin elective in order that the students might take the special military courses, it was distinctly stated by some of the non-classical professors that this is purely a war-time measure and that after the war the college will return to its Latin requirement of college Latin for the B.A. degree.

It seems to me that those who take a pessimistic view of the status of the classics are looking forward to an inconclusive peace, during which the world will remain an armed camp, in readiness for the next more terrible war. The fact is that we are going to win this war. As Mr. Taft has said, it may take ten years and twenty millions of American men, but win we shall. When this happens, and we all pray that it may happen in much less than ten years, the whole world will turn from its devotion to science and "efficiency" to the ennobling arts of peace, and the humanities will make a new appeal to men's minds, an even stronger one than before. It will be realized by all that real culture and real preparedness for the service of mankind are possible only in this way. "Our possessions and material things will be our destruction unless we use them not only for our own good, but for the good of the world. And these possessions we can never properly use till we learn to prize those other possessions of heart and mind and soul." For the guidance of life in the years to come men must possess a thorough understanding of the history, the civilizations, and the literatures of the peoples of the past, and the only way by which to procure this knowledge lies through the languages. It needs no demonstration to prove that translations will not serve. The

real teacher and the real student of history, English, or any modern language must go "straight to the primary sources." Our business, meanwhile, is to *teach*. We must do our best to make Greek and Latin so interesting that our pupils will work cheerfully and eagerly, and in the end they must fully realize that they have derived more benefit from the classics than from anything else in the curriculum.

"Behind the clouds is the sun still shining."

M. N. W.

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#### A THIRTEEN-VOLUME INDEX

The *Classical Journal* is just entering upon its fourteenth volume; and in its thirteen volumes already published, increasing from year to year in size, a very considerable amount of valuable material has been accumulated. The need of a complete index of this material has been more and more urgently felt and expressed, especially of late years. Accordingly, on the recommendation of the Executive Committee, the Classical Association at its meeting in April at Omaha authorized the publication of an index. This index has been compiled and its publication may be expected at an early date.